

St Patrick's Catholic Primary School

Deedmore Road, Wood End, Coventry, CV2 1EQ

Inspection dates 3–4 February 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders, including subject leaders and governors, communicate high expectations and set a clear direction of improvement for the school.
- Robust procedures have been introduced to check pupils' progress and teaching. Together with targeted guidance and support, this has secured improvements in teaching and achievement.
- Pupils make good progress in reading, writing and mathematics. Their progress in reading and mathematics is particularly strong.
- Gaps between the attainment of disadvantaged pupils and that of other pupils nationally have been eradicated in reading and mathematics, and are closing quickly in writing.
- The provision for pupils with English as an additional language is very good. These pupils make good progress and achieve well.
- Disabled pupils and those who have special educational needs also achieve well.
- The school works effectively with other schools to check and improve the quality of its work.
- Children make good progress in the early years and they achieve well. This is because teaching is good.
- Pupils have a good understanding of how to keep themselves safe. They feel safe in school and behave well.
- Action taken to improve the teaching of phonics (the sounds that letters make) has been successful. Pupils use their knowledge of phonics to help them read and write.
- Pupils' spiritual, moral, social and cultural development is promoted very well. Pupils have a good understanding of British values.
- Governors have a very clear understanding of how well the school is performing. They hold leaders to account for the quality of teaching and pupils' achievement.
- Attendance has improved and is above average. Pupils want to be at school and enjoy their learning.

It is not yet an outstanding school because

- Pupils' attainment in writing sometimes lags behind their attainment in reading and mathematics.
- Pupils' handwriting, presentation and use of grammar, punctuation and spelling are not consistently good in all their written work.
- Pupils have too few opportunities to practise their writing in other subjects.
- The achievements of children in the early years are not recorded in a way that allows parents to see how well their children are doing.

Information about this inspection

- Inspectors visited 18 lessons, three of which were observed jointly with either the headteacher or deputy headteacher.
- Meetings were held with school leaders, staff, members of the governing body and a representative of the local authority. In addition, inspectors talked to pupils about their work and their views of the school.
- Pupils' behaviour was observed during break and lunchtime, as well as during lessons.
- Inspectors looked at pupils' work and listened to some of them reading.
- A range of school documents were scrutinised, including information on pupils' current progress, safeguarding arrangements and the school's self-evaluation, as well as plans for improvement, behaviour and attendance logs.
- Inspectors took account of the 21 responses to the on-line questionnaire, Parent View, and the 27 staff questionnaires.
- Inspectors visited the breakfast club and the 'Little Patrick's' group for children aged two years.

Inspection team

Alison Cogher, Lead inspector

Additional Inspector

Verna Plummer

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs amounts to about one in seven pupils, and is broadly average.
- Nearly two thirds of pupils are supported by the pupil premium, which provides additional funding for pupils known to be eligible for free school meals and those in local authority care. This is much higher than the national average.
- A third of pupils are of White British heritage and another third are of African heritage. The remaining third of pupils represent a number of heritages, including an increasing proportion with a Polish background.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.
- Early Years provision at the school is made through a part-time Nursery and full-time Reception class.
- The school runs a group, 'Little Patrick's', for two-year-olds. This group runs each afternoon during term time.
- A breakfast club operates each morning during term time.

What does the school need to do to improve further?

- Improve the teaching of writing and thereby increase pupils' progress and attainment in this aspect by:
 - ensuring that pupils are helped to make better use of their grammar, punctuation and spelling skills in all their written work
 - insisting pupils' handwriting and the general presentation of their work are as good as possible at all times
 - providing pupils with more opportunities to practise their writing skills in other subjects.
- Improve the way in which children's achievements are recorded through the Early Years Foundation Stage, so that it is clear to parents how well their children are progressing.

Inspection judgements

The leadership and management are good

- The headteacher leads the school well. She is supported well by other senior leaders, subject leaders and governors, all of whom are strongly committed to improving the school. Their actions have secured improvements in teaching and pupils' achievement, and have ensured that pupils are keen to behave and to do well academically.
- Subject leaders have received appropriate training to allow them to develop the knowledge and skills they need to drive improvement in their subject. Regular monitoring of teaching and pupils' learning has helped these leaders to identify any underperformance and to take swift action to support improvement.
- Senior and subject leaders have an accurate understanding of the quality of teaching and pupils' achievements. They use information gained from a broad range of activities to inform their evaluations. These include lesson observations, the scrutiny of teachers' planning and pupils' work, the analysis of pupils' progress data and conversations with pupils.
- The management of the provision to support disabled pupils and those who have special educational needs, and those who have English as an additional language, is good. The school's expectations of what these pupils can learn are high. Resources and staff are deployed effectively so pupils' needs are met.
- Pupil premium funding is used effectively and ensures that disadvantaged pupils attain as well as, and sometimes better than, other pupils at the school and nationally. Any barriers to learning for any pupil experiencing difficulty with their learning are tackled quickly. The work of the learning mentors is effective in helping any pupils who may be experiencing personal difficulties to get back on track with their learning.
- Discrimination of any kind is not tolerated, and the school's commitment to ensuring all pupils have an equal opportunity to achieve as well as they can is very strong. Pupils' spiritual, moral, social and cultural development is promoted very well. Pupils are taught the importance of British values, such as tolerance and respect for others, as well as key concepts, such as democracy and the rule of law. Pupils are well prepared for life in modern Britain.
- The primary sports funding has been used well to increase the range of sporting and other physical activities, such as dance, that are available for pupils to enjoy. The employment of qualified coaches has ensured that pupils receive good-quality lessons, and that staff, including the school's physical education specialist, receive appropriate professional development. Many more pupils are now involved in competitive sport than in previous years.
- Working closely in partnership with other schools, the school is trialling a new approach to assessing pupils' work, following the removal of National Curriculum levels. This is one example of close partnership working that is supporting the school on its journey of improvement.
- The school is implementing the new curriculum requirements well and ensures that pupils understand the links that exist between different subjects. Pupils' learning is enriched and extended through visits, visitors and the use of specialists for subjects such as music and art. However, pupils do not always receive sufficient opportunity to practise their writing in subjects other than English.
- The school has received good support from the local authority. Advice and guidance provided on school improvement planning, and how to check the quality of teaching and learning, have been effective and helped the school to improve quickly.
- **The governance of the school:**
 - Governors are well informed and actively engaged in helping to shape the school's strategic direction. They contribute well to the school improvement process. Governors have the skills and knowledge required for them to challenge senior leaders and to hold them to account for the school's performance. They have a good understanding of how the pupil premium funding is supporting the achievement of

disadvantaged pupils, and of how the sports funding has improved the range and quality of sporting opportunities provided for pupils. Governors are knowledgeable about the school's strengths and what it needs to do to improve further. They understand how pupils' performance compares with the national average, and how those who need additional help are being supported. Governors have a secure understanding of the link between teachers' performance and pay progression. They know how teachers are helped to improve and how underperformance is tackled. Governors ensure that the school's arrangements for safeguarding pupils meet requirements. They have a good grasp of the challenges faced by some pupils and understand what the school should do to keep them safe.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are polite, confident and friendly. They are proud to talk about their work and their school. Their understanding of right and wrong, tolerance and respect pervades all of their interactions with each other and adults. Pupils' understanding of the importance of the law and democratic processes in British society is supported very well by, for example, a visit from local magistrates to Year 6.
- Relationships between adults and pupils, and pupils themselves, are very positive. The school is an ethnically diverse and cohesive community where all pupils are equally valued and supported. Pupils are very clear about how important it is for them to understand and respect other people's backgrounds and beliefs.
- Expectations of good behaviour are very high across the school and staff manage behaviour well. Pupils are confident that the school's procedures are fair and help them to learn and enjoy their time at school. Staff are good role models for pupils.
- Pupils demonstrate positive attitudes to learning and are keen to do well so that they 'can get a good job' when they are older. In lessons, they work hard and are keen to learn. Most pupils sustain high levels of concentration and listen closely to adults. They are keen to answer questions and offer ideas. A few pupils find it difficult to behave well all of the time, but they are managed well so cause little disruption in lessons.
- Attendance has steadily improved and is now above the national average. Access to the breakfast club has helped a number of pupils to arrive on time for school. The school is vigilant in following up all absences or late arrivals.

Safety

- The school's work to keep pupils safe and secure is good. Staff and parents are very positive about pupils' safety and well-being in school.
- Pupils say they feel safe in school and are very aware of whom to go to should they be unhappy or worried about something. The learning mentors provide specific support should they need additional help to manage issues or concerns.
- Pupils are clear about the everyday risks they may encounter, and know the steps they should take to keep themselves safe, including when using the internet.
- Pupils say bullying or any form of racism is extremely rare and would be quickly dealt with if they did happen. They think that almost all pupils behave well almost all of the time, and this helps them to feel safe. Pupils are carefully supervised at break times, so if pupils' behaviour falls below the standard expected it is addressed quickly and does not affect other pupils' enjoyment of school. Safeguarding procedures are complied with, and completed diligently, by all staff.

The quality of teaching is good

- The teaching of reading is particularly good across the school and has resulted in significant improvement in pupils' progress and achievement. The school's extensive range of good quality reading resources is

used very well to engage pupils in reading, and to ensure they read a broad variety of texts. Support for pupils who find reading difficult is well targeted and helps these pupils to sustain their enjoyment while they catch up with their learning.

- Teachers make good use of practical resources to support the development of pupils' knowledge, understanding and skills in mathematics. Pupils understand the relevance of their learning and make good use of their mental calculation skills when solving mathematical problems.
- The teaching of phonics has improved through the provision of more frequent lessons, staff training and better use of assessment, and by ensuring there is always a good match of the activities teachers set to pupils' ability. Pupils are expected to make full use of their phonic knowledge when reading and writing, and most do so.
- Teaching assistants and other support staff, such as those supporting pupils with English as an additional language, or those helping pupils to catch up with their reading, are skilled and well briefed. They work closely with teachers to ensure pupils receive the support they need to make good progress and achieve well. Disabled pupils and those who have special educational needs are similarly provided with good support to help them improve and achieve.
- Teachers make regular, accurate assessments of pupils' learning to check that they are making good progress. This information is used well to plan lessons that move pupils' learning forwards and to plan additional support for pupils experiencing any difficulties.
- Teachers make good use of questioning to check pupils' understanding, to correct any misunderstandings quickly, and to challenge them to think for themselves.
- Teachers' marking of pupils' work is effective. It highlights what pupils have done well, pinpoints errors that they have made and sets out what they need to learn next. Pupils are given time to respond to marking and are encouraged to make corrections and improvements to their work. Pupils are confident that marking helps them to learn well.
- Good teaching is ensuring that pupils' writing is improving. Children in the Reception class are encouraged to develop the confidence to tackle the spelling of words such as 'wedding', and pupils in Years 1 and 2 are showing increased confidence when spelling 'tricky', i.e. unfamiliar, words. However, throughout the school, pupils' use of grammar, punctuation, spelling and handwriting and the presentation of their work are not always as good as they could be. They do not always use these skills and qualities accurately or carefully enough in their everyday writing. There are too few opportunities for pupils to practise their writing skills across a range of subjects.

The achievement of pupils is good

- Pupils' attainment in reading, writing and mathematics has improved over the past three years in all year groups. Most of the pupils in the small cohort who left Year 6 in 2014 did so with attainment that was broadly in line with the national average in reading, mathematics and grammar, punctuation and spelling. More pupils attained the higher levels in mathematics than in previous years as a result of focused and very effective teaching. Attainment in writing in Year 6 was lower than for other subjects and below average.
- Over time, progress has improved but it has not always been consistent year-on-year. In particular, the progress of the oldest pupils currently in the school has been uneven. The good teaching they now receive is helping these pupils to catch up quickly and to compensate for their slower learning in previous years. Improvements in teaching across the school are ensuring that other pupils now make good progress in all subjects and year groups.
- In 2014, more pupils in Year 6 made expected or better than expected progress in reading and mathematics than was the case nationally. In writing, broadly similar proportions of pupils made expected or better than expected progress compared to national figures. When they were in Year 2 the attainment

of these pupils' in writing was below average, and their subsequent progress was not enough to enable them to match the attainment they secured in other subjects.

- The most-able pupils are identified quickly and challenged to make good progress. Consequently, they generally reach the levels of which they are capable. Above average numbers of pupils achieved the higher level in spelling, punctuation and grammar in 2014, and broadly comparable percentages did so in reading and mathematics. However, fewer than average pupils exceeded the expected standard in writing.
- Disabled pupils and those with special educational needs are supported well and make similar progress to pupils nationally. Pupils needing help with learning English are also supported well and attain as well as other pupils by the time they reach Year 6.
- Pupils from all ethnic backgrounds attain as well as other pupils nationally.
- Gaps between disadvantaged pupils and other pupils, both at the school and nationally, have generally narrowed over the last three years. Disadvantaged pupils in Year 6 attained as well or better than other pupils, both nationally and in the school, in reading and mathematics. However, they were approximately two terms behind other pupils nationally in writing, even though they were ahead of their peers in school. The progress made by disadvantaged pupils in English and mathematics, including in writing, is improving over time.
- Improvements in pupils' grasp of phonics at Year 1 are a result of improved and more systematic teaching. This is beginning to lead to improvements in pupils' writing. However, there is more to do to ensure that pupils transfer their general skills in grammar, punctuation and spelling into their everyday writing and take care to present their work neatly at all times.

The early years provision

is good

- Children start in the Nursery with knowledge and skills that are often below those typically found in speaking, reading, writing and understanding of numbers.
- Children make good progress. In 2014, the proportion reaching a good level of development by the time they left Reception was above the national average. Children are well prepared for their move into Year 1.
- The leader has a good understanding of what is going well and what needs to be improved. Staff know children well and their assessments are accurate and used well to guide the planning of activities that support children, including the most able, to make good progress. However, the information provided for parents is not recorded in a consistent way, and does not illustrate clearly the progress their child is making.
- Children settle quickly and develop good attitudes to school and learning. Transition into the Nursery is eased for children who have attended 'Little Patricks', as they are already familiar with the building and have developed positive relationships with other children and staff.
- Teaching is effective partly because resources inside and in the outdoor spaces are used well to support children's learning. Activities have a clear focus for learning and children find them interesting and engaging. Children have good opportunities to practise their skills, for example writing, through their play. There is a good balance of adult-directed and child-chosen activities.
- Clear routines and high expectations ensure that children know what is expected of them. They are keen to please and quickly learn to share and cooperate with each other. They sustain high levels of concentration and independence and behave well.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103714
Local authority	Coventry
Inspection number	453725

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair	Eleanor Barry
Headteacher	Grainne Griffiths
Date of previous school inspection	12 March 2013
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